禮賢





STRIVE FOR EXCELLENCE AND BEAR WITNESS TO THE LORD

RHENISH CHURCH
PANG HOK KO
MEMORIAL COLLEGE
禮賢會彭學高紀念中學



STRIVE FOR EXCELLENCE AND BEAR WITNESS TO THE LORD

進學

明道

PRINCIPAL'S FOREWORD

As Principal, I often ask myself: *Beyond knowledge, what else do we leave our students with?*

My answer remains unchanged: it is the capacity for lifelong learning, a vision to see the world, an unwavering heart of integrity, and a hope rooted in faith.

I. Academics: Cultivating Self-Directed Learners and Critical Thinkers

True learning goes far beyond preparing for examinations—it is about empowering students with a capacity for continuous inquiry and self-driven growth. Over the years, we have guided students in goal-setting through our Star Awarding Scheme, enhanced their focus using the Pomodoro Technique, and fostered self-awareness and mental clarity through mindfulness exercises.

Furthermore, we have upgraded our online self-learning platform, Exam–Get Set, Go!, enabling students to learn autonomously at their own pace. We also design customized study schedules for our graduates leading up to the HKDSE, ensuring teachers and students stand united in preparation. Thanks to the meticulous guidance of our teachers and the unwavering support of parents, our students' value-added performance in public examinations has shown continuous improvement, with pass rates across multiple subjects consistently surpassing the Hong Kong average.

In response to the rise of Artificial Intelligence, we proactively embrace innovation while safeguarding the core values of education. We have introduced various AI tools to support teaching and learning while ensuring proper ethics among our students.

II. Co-Curricular Activities: Learning Without Limits

Future leaders require more than a solid academic foundation—they need a broad vision and humanistic values, qualities refined through authentic life experiences. We have integrated our co-curricular programs into the "Learning Without Limits" initiative, which embodies our guiding principle: "Hands-on experience, exploration of new horizons, and interaction with diverse communities."

This initiative is built upon four core pillars:

1. Life-Wide Learning Week: Held every November, this program takes students beyond the classroom through a progressive journey—Secondary 1 focuses on self-discovery, Secondary 2 on community care, and Secondary 3 to 5 on global awareness.
2. Life-Wide Learning Days: Extending experiential learning beyond the dedicated week, these days deepen reflection and practical application to consolidate whole-person development.
3. Rhenish's Got Talent Scheme: Tailored for junior secondary students, this curriculum offers 25 courses across five key domains—including the arts, technology, and foreign languages—over three years to boost students' confidence and versatile capabilities.
4. Six Targets Enhancement Programme: Secondary 1 newcomers participate in approximately 16 Saturday sessions featuring English enrichment, distance running, and uniformed team training to foster a sense of belonging, teamwork, and discipline

III. Values Education: Cultivating a Lifelong Foundation of Character

A solid set of core values serves as an anchor, keeping young people steady amid the changing tides of time. We implement a continuous, six-year Values Education curriculum—constantly updated—that encompasses physical, mental, and spiritual well-being, civic responsibility, national education, financial literacy, and an innovative mindset. Through our weekly chapel services and Positive Education lessons, students learn gratitude and appreciation by sharing blessings and celebrating "Stars of the Month." Student Counseling Days offer a dedicated space for them to express their feelings and process emotions. Additionally, our new Wellness Club, developed by our students, designs care-focused initiatives that cultivate an active culture of positivity on campus.

IV. Christian Education: A Gentle Anchor for the Soul

Our educational philosophy is deeply rooted in the love of Christ. Without the nourishment of faith, it is difficult for a life to stand firm amid the storms of life. Genuine human connection is more precious than ever. Through classes, fellowships, and chapel services, we share God's love with our students.

Conclusion

Looking back, my heart is filled with gratitude; looking ahead, I remain humble. As Principal, I know that every step of progress our school makes is never the work of one person alone—it is the fruit of our shared dedication, uniting teachers, students, parents, and alumni alike. May every Rhenisher face life's challenges and setbacks without fear, courageously pursue meaningful goals, and carve out an extraordinary path of their own.

As Proverbs 4:23 reminds us: *"Above all else, guard your heart, for everything you do flows from it." May these words serve as a lifelong beacon for our students, guiding them to live lives brimming with purpose, value, and grace.*

Principal Mr. Tang Man Wai Simon

校長的話

作為校長，我常自問：我們留給學生的，除了知識，還有甚麼？答案始終如一——是終身受用的學習能力，看見世界的眼睛，穩守正直的心，以及紮根於信仰的盼望。

一、學術：培養自主與思辨的學習者

真正的學習不僅僅是應付考核，而是讓學生具備持續探究和自我驅動的能力。多年來，我們透過「摘星計劃」引導學生訂立目標，運用「番茄鐘溫習法」來提升專注力，並透過「靜觀練習」讓學生沉澱心靈與自我覺察。這些方法推行初期不易，但經過師生的共同努力，如今已融入校園的日常生活。我們亦優化網上自學平台「Exam – Get set, go!」，讓學生能因應自己的步伐自主學習，並為畢業生設計文憑試前的特別時間表，師生同心備戰。近年學生公開試的增值表現持續進步，多科合格率超越全港水平，實有賴老師悉心栽培及家長鼎力支持。面對人工智能的發展，我們主動擁抱，同時堅守教育底線，引入不同的AI工具（如Gemini Notebook）輔助教學，但絕不容科技取代學生獨立思考與批判能力，因為保留尋找答案的能力，才是教育最珍貴之處。

二、聯課活動：——無限學習

未來的人才除了扎實的學術根基，更需寬廣的視野與人文素養，這些素養必須透過真實經歷來淬鍊。我們將多年規劃的聯課活動整合為「Learning Without Limits」計劃，這寓意著成長不應受限於課室的四壁，而是透過多樣化的體驗來突破自我、擁抱無限可能。此課程由四大支柱組成：「全方位學習週」於每年十一月讓學生走出課室，由中一認識自己、中二關懷社區，到中三至中五逐步邁向對世界的認識；「全方位學習日」延續體驗學習，深化反思與實踐，鞏固全人成長的果效；「一才計劃」為初中生設計的二十五個課程，三年內接觸藝術、科技及外語等五個範疇，提升學生的自信與多元能力；「六升計劃」讓中一新生參與約十六個星期六課程，包括英語增潤、長跑及制服團隊訓練，培養歸屬感、團隊精神與紀律。這四大支柱貫徹著「多親身體驗、多接觸新事物及多與不同人士互動」的原則。我們深信，學生的視野越寬廣，前進的道路也將越寬廣；當他們踏出舒適圈，成長將在真實的歷練中悄然發生。

三、價值教育：孕育一生的品格根基

堅實的價值觀，是年輕人在時代洪流中穩住航向的定海神針。我們推行六年一貫的價值教育課程，並持續升級，涵蓋身心靈健康、公民責任、國民教育、理財教育及創新精神。我們刻意重塑校園環境，打造溫暖、充滿正能量的空間，以促進品格的深耕發展。每週



的崇拜及正向教育課，讓學生透過分享祝福、選出每月之星等活動，學習感恩、珍惜身邊的人；學生輔導日則為他們提供平台，以分享內心感受和疏理情緒。近年成立的 Wellness Club ，由學生主導策劃關愛活動，讓正向文化植根其中。我們亦致力促進跨世代連結，透過真誠的師生對話與同行網絡，讓學生在充滿溫度的學習環境中，奠定終生受用的品格與抗逆力。

四、基督教教育：心靈的溫柔守護

我們的教育理念，深深扎根於基督的愛之中。缺乏信仰滋養的生命，難以在人生風浪中屹立不倒。在科技發達卻使人疏離的世代，真實的人際連結尤為珍貴。透過課堂、團契與崇拜，我們與學生分享上帝的愛，並藉跨世代關懷網絡，引導學生靜心自省，感受被愛的溫暖。學術和事業成就並不等於擁有高尚的品德，更不一定能帶來內心的平安與喜樂；唯有讓學生從年輕時認識信仰，才能助他們磨練品格，獲得豐盛而長久的生命。這份對心靈的守護，正是基督教教育最溫柔卻也最堅定的力量。

結語

回顧來時路，我心中充滿感恩；展望未來，我保持謙卑。作為校長，我深知學校每一點進步，都非一人之力可成，而是全體師生、家長及校友同心協力的成果。我們的教育使命，從來不是追求一時的成績，而是點燃學生內在的光芒，培育充滿價值感與使命感的年輕人。願每一位禮中學子，都能無懼前路的艱難與挫折，勇敢追求有意義的目標，踏出屬於自己的非凡人生。正如《聖經》箴言四章二十三節所說：「你要保守你的心，勝過保守一切，因為一生的果效是由心發出。」願這句話成為同學一生的指引，活出充滿價值與使命的生命。

校長 鄧文偉

Table of Contents 目錄

pg		
01	SCHOOL MOTTO	校訓
02	PRINCIPAL'S FOREWORD	校長的話
06	SPONSORING BODY	辦學團體
06	▸ VISION	▸ 學校宗旨
07	▸ MISSION	▸ 學校目標
08	SCHOOL HISTORY	學校簡史
10	OUR CAMPUS	我們的校園
12	MEDIUM OF INSTRUCTION & MULTI-FACETED CURRICULUM	教學語言及多元課程
14	E-LEARNING & ASSESSMENT FOR LEARNING	電子學習及促進學習的評估
16	CHARACTER & SPIRITUAL GROWTH	品格及靈命培育
18	CHRISTIAN EDUCATION	基督教教育
20	VALUES EDUCATION	價觀教育
24	POSITIVE EDUCATION	正向教育
26	LIFE-WIDE LEARNING PROGRAM	全方位學習計劃
30	SERVICE LEARNING AND CIVIC EDUCATION	社會服務及公民教育
32	LIFE DEVELOPMENT & MENTORSHIP SCHEME	生涯發展、師友計劃
34	GIFTED EDUCATION	資優教育
36	STEAM EDUCATION	科研教育
38	CREATIVE ARTS EDUCATION	創藝教育
41	OVERSEAS EXCHANGE PROGRAMME	境外交流
42	▸ DEVELOPMENT OF POTENTIAL	▸ 潛能發展
43	▸ LEADERSHIP	▸ 領袖才能
44	SPORTS & ARTS	體藝
48	OUR PARTNERS: RHENISH CHURCHES, ALUMNI & PARENTS	我們的夥伴: 禮賢堂會、校友及家長









SPONSORING BODY

辦學團體

Our school was established in 1969 (named "Rhenish Church College" before 1990). It is one of the whole-day co-educational aided schools founded by the Chinese Rhenish Church Hong Kong Synod.

本校於1969年創校（1990年以前名「禮賢會中學」），是由中華基督教禮賢會香港區會開辦的其中一所政府津貼全日制男女中學。



Vision 學校宗旨

Consistent with the philosophy of Christian education, we aim to provide each student with quality all-round education, so that our students achieve their maximum potential, behave well, achieve excellent academic results and contribute to our society. Nurtured by caring teachers in a Christian-rich environment, our students can know God's love, understand the Christian faith and be willing to embrace God.

本校根據基督教教育理想，為學生提供優質的全人教育，使學生得以均衡發展，成為品學兼優的人，並在基督教的學習環境和老師的關懷下，認識耶穌的教訓，明白上帝的愛，接受福音，造福社會人群。







Mission 學校目標

1. To provide a varied curriculum based on the Christian faith, which facilitates students' moral, intellectual, physical, social, aesthetic and spiritual development.
2. To help each student develop their potential by adopting a student-centred approach and teaching students according to their needs.
3. To nurture students' abilities and their interest in learning so that they are innovative, adaptable and equipped to pursue life-long learning.
4. To develop students' self-confidence, sense of responsibility and social skills so that they are willing to assume responsibility and contribute to society and the nation.
5. To educate students to value their families and develop harmonious interpersonal relationships with others.
6. To closely cooperate with the Rhenish churches so that students can know God the Creator and can understand, practise and uphold the Christian faith.
7. To care about each student and help students experience God's love through sharing teachers' testimony.
8. To equip the school campus and provide students with an ideal learning environment.

1. 提供多元化課程，以聖經真道為基礎，讓學生在德、智、體、群、美及靈育各方面得以均衡發展；
2. 以學生為本，因材施教，幫助每一個學生發揮個人潛能；
3. 培養學生對學習的興趣及能力，使其一生能不斷自學、創新和應變；
4. 建立學生的自信、責任感及合群精神，使其願意承擔責任，貢獻社會及國家；
5. 教導學生重視家庭及建立和諧的人際關係；
6. 與辦學團體屬下教會緊密合作，培育學生靈性，幫助學生認識創造主，明白及實踐基督教的真理；
7. 關心每一個學生， 透過老師的生活見證，使學生感受到上帝的愛；
8. 建設校園，為學生提供理想的學習環境。

SCHOOL HISTORY

學校簡史



1959

The Rhenish Church applied to the government for land to establish a secondary school in 1959.

禮賢會有興辦中學之議，於1959年向政府申請建校用地。

1960

1961

District Chaplain Rev. Chan Yik Kin visited the German Synod to promote the school establishment plan, which was later sponsored by the Rhine and Westphalia Synod in Germany.

陳翼堅區牧訪問德國教區，宣傳建校計劃，獲德國萊茵省教區及西非利亞省教區資助建校經費。

1962

1963

1964

1965

1966

1967

1968

1969

The groundbreaking ceremony was held on 15th July, and the upper structure of the campus was built on 26th December. During the period of construction, the Education Department approved the borrowing of the Kowloon Rhenish School campus to begin teaching. Four classes of students were admitted.

Mr. Pau Hon, John was appointed the first Principal (1969-1970).

7月15日舉行動土禮；12月26日興建校舍上蓋。在建校期間，教育署批准學校借用九龍堂禮賢學校先行開課，共招收四班新生。首任校長為鮑漢先生，任期為1969年至1970年。

1970

The Rhenish Church officially received the approval to establish a school at New Kowloon Inland Lot No. 5219, Hereford Road, Kowloon Tong.

禮賢會正式接收九龍塘禧福道五二一九地段作興建學校之用。

1971

1972

1973

1974

1975

1976

1977

ProfessorWen Ch'ing-his was appointed the second Principal.

溫慶翕博士接任第二任校長。

Rev. Peter Sandner from the German Rhenish Church hosted the official school commencement dedication and worship, with a foundation stone laid.

正式舉行學校開幕奉獻感恩崇拜，由德國禮賢會監督辛德納主持典禮，並立石以為紀念。

1978

1979

1980

Rev. Peter Chau was appointed the third Principal.

In the same year, four Houses were established (Karl Gützlaff House, Ferdinand Genähr House, Wilhelm Lobscheid House and Wilhelm Louis House).

周彼得牧師接任第三任校長。

同年成立四社(郭士立社、葉納清社、羅存德社、呂威廉社)。



1981

The first Athletics Meet was held.

舉行第一屆陸運會。



1982

1983

1984

1985

1986

1987

1988

1989 Mr. Wong Wai Yu was appointed the fourth Principal.
黃謂儒先生接任第四任校長。

1990 To commemorate Elder Pang Hok Ko's contribution to the school's establishment, the school was renamed from Rhenish Church College to Rhenish Church Pang Hok Ko Memorial College, and with minor amendments to the school badge. In the same year, Chinese Rhenish Church of Kowloon City established its presence at the school, with an office situated on the sixth floor of the campus.

為紀念彭學高長老對建校的貢獻，學校正式由禮賢會中學，改名為禮賢會彭學高紀念中學，校徽亦略作修改。同年，禮賢會禮中堂在學校設堂，辦公室設於校舍六樓。



1991
1992
1993
1994

1995 Establishment of the predecessor of the Student Union - Joint Societies Association.
學生會的前身 — 會社聯會成立。



1996
1997
1998

1999 Completion of the campus' new wing, including more than ten classrooms and the Student Activity Centre.
校舍新翼落成，當中包括增建十多個課室及學生活動中心。

2000
2001
2002

2003 Reorganisation of the Alumni Association.
校友會重組。

2004
2005
2006
2007
2008

2009 Mrs. Li Ip Man Wai, Heather was appointed the fifth Principal.
李葉文慧女士接任第五任校長。

2010 Addition of the school motto 'Strive for excellence and bear witness to the Lord', and amendments to the school badge were made. The first elected Student Union took office.

加入校訓「進學明道」，校徽也作修改。首屆民選學生會成立。



Mr. Tang Man Wai, Simon was appointed the sixth Principal and the completion of the construction of a barrier free elevator.
鄧文偉先生接任第六任校長；暢通易達升降機竣工。

2011
2012

2013 Completion of the Multi-purpose Hall and a mini garden from leased government land outside campus.
多用途禮堂竣工；並向政府租用校園外的官地，闢成小園圃。

2014
2015
2016

2017 Completion of the gymnasium which is donated by our alumni.
由校友捐贈的健身室落成並正式啟用。



2018

2019 Our school's Golden Jubilee.
五十周年金禧校慶。



2020

2021 Our school's 55th Anniversary.
五十五周年校慶。



2022 Completion of iGeo Lab.
iGeo Lab 落成並正式啟用。

2023

2024

2025

2026

OUR CAMPUS

我們的校園









Our spacious campus is set in a peaceful and tranquil environment in Kowloon Tong, adjacent to the Hong Kong Baptist University and Kowloon Tsai Park. We feel this is advantageous in the development of our students' moral codes. This background is the springboard for them to embark on a journey of self-discovery and academic success.

The hall is unique and the circular stage is an ideal venue for students to perform and showcase their talents.

There are student-friendly facilities such as the Multi-purpose Hall, Auditorium, Student Activity Centre, Library, Multi-media Learning Centre, Computer Room, iGeo Lab, Study Room, Gymnasium, Band Room, meeting rooms for the Student Union and the School Prefect Team; and sports venues like basketball court, badminton court, volleyball court, running tracks and rock-climbing wall. These places allow students to develop interests and potential. The mini garden established encourages students to learn about planting and the importance of a green campus.

本校位處九龍塘，比鄰香港浸會大學及九龍仔公園，環境清幽，校舍寬廣，設施完善，有助學生進德修業。

禮堂別具特色的圓形舞台是學生表演及發揮才華的理想場地。

校舍設有多用途禮堂、演講室、體藝活動中心、圖書館、多媒體學習中心、電腦室、iGeo Lab、自修室、健身室、樂隊練習室、學生會室、風紀室、籃球場、羽毛球場、排球場、跑道及攀石牆等，讓學生發展多元興趣及個人潛能。設小園圃，既能培養學生對園藝的興趣，亦可宣揚綠化環境意識。

MEDIUM OF INSTRUCTION & MULTI-FACETED CURRICULUM

教學語言及多元課程

Our school places much emphasis on the language development of our students to be biliterate and trilingual. Split classes are arranged for lessons in Chinese Language and English Language for all forms. The Six Targets Enhancement Programme is specially designed for S.1 students, focusing on English listening and speaking skills. English is adopted as the medium of instruction for Mathematics and Science. By implementing Extended Learning Activities (ELA), we aim to increase students' exposure to English across a broad range of subjects. Putonghua is taught in S.1 and S.2 in junior forms.

We adopt a student-oriented approach which emphasizes teacher-student and student-student interaction. This facilitates enquiry-based and self-directed learning. Individual needs are catered for through diverse teaching strategies and various remedial and enhancement measures. The curriculum is thoroughly evaluated annually to enhance the quality of teaching materials of all subjects, coupled with effective use of electronic tools to promote assessment for learning.

Life-wide learning is supported by activities, such as S.1 to S.5 Life-wide Learning Week, theme-based projects, co-curricular activities and learning trips. Students are encouraged to enrich their learning experiences and become life-long learners.



本校重視提升學生兩文三語的水平。全校中文及英文科均以小組教學。推行「 六升計劃」，逢星期六為中一學生提供英語聽講培訓班，提升學生英語聆聽及會話的能力。初中以英語教授數學科及科學科。其他科目設「英語延展教學活動」。中一和中二級開設普通話科，讓學生掌握普通話基礎知識。

各科教學強調「學生為本」，課堂學習注重師生、生生之間的互動，鼓勵學生主動探究知識。因應學生特質，採用多元教學策略，並安排拔尖保底課程，以配合不同學生的學習需要。經過全面檢視教材和筆記，新學年將繼續大幅度提升全校教材質量，並善用電子教學以促進學習的效能。

除正規課程外，本校亦透過全方位學習活動，如中一至中五的全方位學習周、專題研習、聯課及交流考察活動等，豐富學生的學習經歷。







E-LEARNING & ASSESSMENT FOR LEARNING

電子學習及促進學習的評估



E-learning Tools & Assessment Platforms
電子學習工具及評估平台

Different electronic learning tools (e.g. Edpuzzle, Padlet, Quizizz, Goodnotes) and electronic assessment platforms (e.g. STAR, OQB) are used extensively in the school year. To facilitate assessment for learning, teachers make good use of various types of assessment data to understand students' learning progress and fine-tune teaching strategies.

廣泛運用不同的電子學習工具，包括：edpuzzle, padlet, quizizz, GoodNotes，及使用不同的電子評估平台，包括：STAR、OQB等。 教師利用各種評估數據，既可了解學生的學習進度，亦可調適教學策略，達致促進學習的評估。

BYOD – Bring Your Own Device
BYOD自攜學習裝置

Starting from the school year 2020 – 2021, the BYOD (Bring Your Own Device) scheme is fully launched in junior forms. Throughout the six-year secondary school life, students are given opportunities to interact more not only in lessons, but also at home or anywhere convenient. They can also use various electronic platforms to achieve self-regulated learning. Our school also utilizes the 'MDM – Mobile Device Management' to exercise supervision over the use of iPads on the part of students to ensure that the usage is fully in line with their learning needs.

2020年開始，初中全面實施自攜學習裝置，學生在六年的中學生活中，不只在課堂上有更多互動學習的機會，在家中或任何地方，也可以運用自己的電子學習平台，實踐自主學習。學校更利用「流動裝置管理系統」(MDM - Mobile Device Management) 管理學生平板電腦的使用情況，使學生手上的電子裝置全面配合學習需要。

Learning Management System (LMS)
學習管理系統

Our school adopts a whole-school approach in the usage of the Google Classroom as a learning platform. Students can view their learning progress more clearly. Teachers can also post and publish learning materials, understand students' learning progress in assignments and assessment and offer timely feedback.

全校統一使用Google Classroom 作為學習平台。學生可以更清楚見到自己的學習進度；教師也能發放教學材料，及隨時了解學生學習進度並回饋作業或考測。

Exam - Get Set, Go!
考試備戰區

This is an electronic platform with internal exam revision materials for students' easy access. It contains past exam papers from previous years of each form and key-point revision videos. This is to strengthen students' effectiveness and confidence in their preparation for the examinations.

學生專用的校內考試溫習資源平台，包括每級各科歷屆試題及重點溫習短片，協助學生更容易及有效地準備考試，提升學生對考試的信心。

Catering for Learner Diversity - Online Learning Resources
校本網上學習資源

A good amount of learning videos is produced by teachers of different subjects, covering basic themes, challenging learning points and solutions to public exam questions. Students may re-watch these videos at their disposal. By doing so, they can better grasp basic theories or knowledge and avoid making common mistakes. Meanwhile, students with relatively more advanced progress are encouraged to tackle challenging topics and learn answering skills in a more indepth manner. Certain subjects (e.g. Mathematics) have already adopted 'Flipped Classroom' as a teaching method.

老師錄製了大量學習短片，涵蓋各科的基礎課題、學習難點及公開試試題講解，既能讓學生反覆觀看，以理解一些基本理論或知識，避免常犯的錯誤，也讓進度較快的學生，掌握艱深的課題及答題技巧。部份學科(例如數學科)已經開始運用翻轉課室(Flipped Classroom)的教學方法。



CHARACTER & SPIRITUAL GROWTH

品格及靈命培育

Our school aims to cultivate a holistic nurturing environment for students. In line with our Christian beliefs, our school adopts a whole-school approach to Positive Education. We also provide personal guidance and carry out developmental programmes. Students learn to make sound judgement with positive values. These help nourish a sense of self-discipline, self-respect, and respect for others.

There are teachings on the values of gender, love and marriage in the school-based Religious Studies curriculum. The School Prefects of the Discipline Team host assemblies to convey the messages of self-discipline and caring for the campus. Moreover, the Counselling Team runs the “S.1 Teen Land” to build obedience and perseverance in S.1 students. The S.4 “Big Brother and Big Sister Scheme” stresses empathy and responsibility.











本校重視全人教育，除傳授學科知識外，亦著重建立學生的良好品格。透過全校參與模式推行正向教育，更本著基督教信念，透過宗教教育、訓輔部活動及公民教育，對學生的成長作全面支援，教導學生正確價值觀，秉行公義，培養良好的品格，愛己愛人、愛社群的情操。

以基督教科為例，校本課程中會跟學生分享正確的性別觀念、戀愛及婚姻觀。訓導部由風紀主持周會，向學生宣揚律己守規、愛護校園的訊息。又如輔導部的「中一TEEN地」主要提升中一同學的自律能力及堅毅精神；中四級「大哥哥大姐姐訓練」著重培養學生關顧別人及提升其責任感等。



CHRISTIAN EDUCATION

基督教教育



As a Christian school, our school emphasizes on religious activities, hoping that students can understand God's love, receive the truth and establish correct values under the Christian atmosphere and teaching.

Our school actively promotes evangelization on campus and cultivates students' spiritual life. On Wednesday mornings, teachers lead prayer meetings and worship services, while student fellowships are held at lunchtime for students to learn the truth. The Gospel Week is held every year, through a series of activities, to lead students to faith in Christ and to build up a fruitful life. In terms of curriculum, there are Christian Education classes for Junior Forms, small group Bible studies for S4 and S5 students, and class fellowships for S6 students at the Chinese Rhenish Church, where they can explore their faith together and build up a correct sense of values. On Saturdays, there is a Boys' Brigade for assemblies and spiritual discipline.

The school also emphasizes the development of spiritual leaders. Apart from recruiting mature Christian students to serve as team members and provide them with care and spiritual support, the school also provides service training to enable students to play a leading role in worship services and festive services and to give full play to their gifts.

In order to create a culture of mutual watchfulness and thanksgiving among the teachers, our school regularly holds teachers' fellowship sessions where teachers encourage and accompany each other. In addition, we hold a teachers' prayer meeting every morning in one accord to face different challenges by God.







作為一所基督教學校，本校尤其注重宗教活動，希望同學在基督教氛圍和教導下，明白上帝的愛，接受真理薰陶，建立正確價值觀。

本校積極推動校園福音工作，栽培學生屬靈生命。每逢星期三早上，由老師帶領師生祈禱會和崇拜；而午間有學生團契，讓同學認識真道。每年舉行的福音周，透過一連串活動，引領學生決志信主，建立豐盛生命。課程上，初中級設有基督教教育課，中四、五級同學以小組形式查經，而中六級同學到禮中堂進行班級團契，一起探討信仰，建立正確的價值觀。逢周六設有基督少年軍，進行集會及靈性紀律鍛鍊。

本校也重視培育屬靈領袖，除招聚成熟的基督徒同學成為團職，予以關顧和屬靈支援，亦通過事奉訓練，讓學生在崇拜及節期崇拜上擔任帶領的角色，發揮恩賜。

為了營造老師之間互相守望和感恩的文化，本校定期進行教師團契，彼此砥礪、同行。此外每天早上舉行教師祈禱會，同心合意，靠著上帝迎接各項的挑戰。

VALUES EDUCATION

價值觀教育

Values Education is an essential element of whole-person education under the rapid social development to help students face the opportunities and challenges in various aspects, from individual, social to global levels. In addition to the Education Bureau's guidelines, our school takes our students' development needs into account and develops a systematic Values Education curriculum to foster the development of students' knowledge, skills, positive values and attitudes in a more comprehensive and structured way.

社會急速發展，年輕人面對個人、社會、世界的挑戰日見複雜，由見及此，學校按教育局發出的指引，並配合本校學生的成長需要，重整有系統的價值教育課程，讓學生能更全面、有序地學習重要的價值觀、態度、知識及技能，面對成長中的挑戰。



1 Systematizing Curriculum Framework: Building a Spiral Learning Ladder
課程系統化：建立螺旋式學習階梯

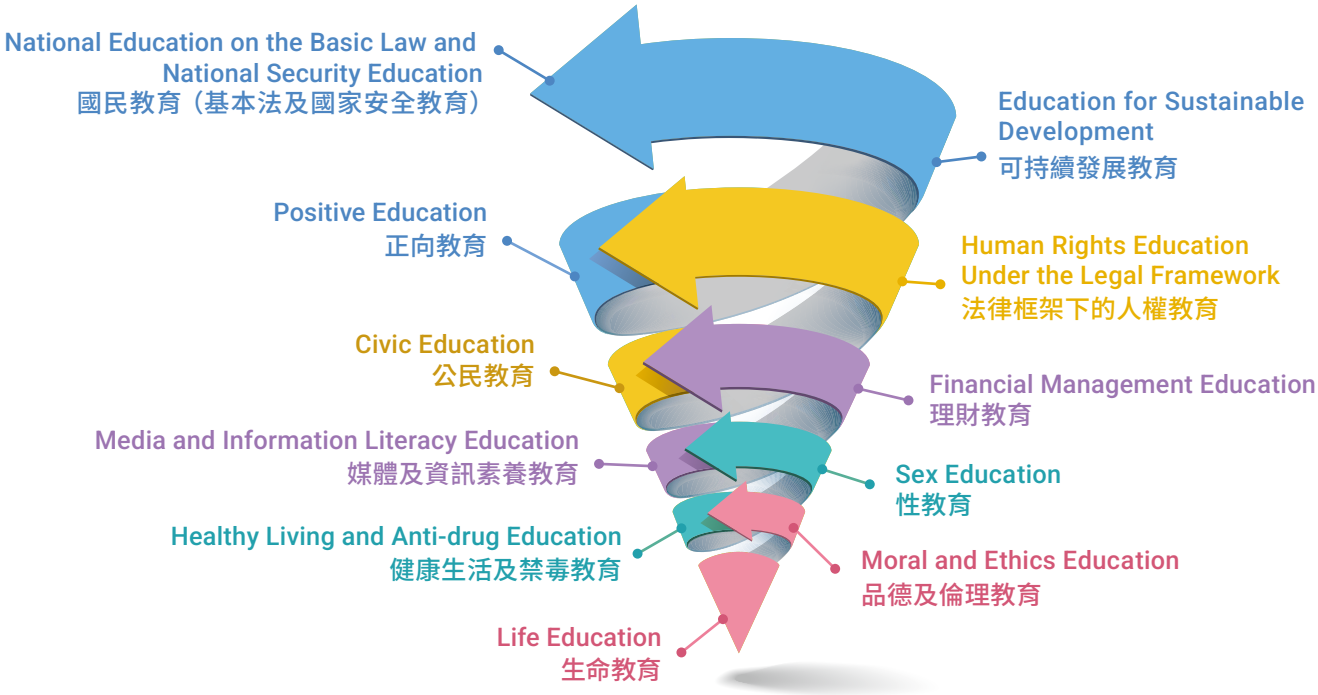
Under the principle of Christian Education, our school has developed a comprehensive plan on the content of the Values Education curriculum. We have established 11 cross-curricular domains in Values Education, including (1) life education, (2) moral and ethics education, (3) healthy living and anti-drug education, (4) sex education, (5) media and information literacy education, (6) financial management education, (7) civic education, (8) human rights education under the legal framework, (9) positive education, (10) education for sustainable development, and (11) national education on Basic Law and national security education. Depending on its nature, the curriculum will be implemented during morning assemblies, weekly assemblies, subject lessons, co-curricular activities, and Life-wide Learning Weeks, aiming to cultivate twelve core values among students, including: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Filial Piety" and "Unity".

In order to promote the systematic Values Education curriculum more effectively, our school has set up a "Values Education Team" to define the curriculum goals, learning objectives and various levels of course activities for the 11 cross-curricular domains in Values Education. With the spiral curriculum, we expect students to have specific learning goals in each school year. We also plan to focus on two Values Education projects (i.e. two cross-curricular domains) every school year and enhance the lesson design, not only to raise students' awareness of various values and attitudes, but also help them develop in intellectual, emotional, volitional and practical dimensions.

學校就價值教育所涵蓋的內容進行整體規劃，在基督教教育的總原則下，劃定了11個重要的價值觀教育項目，分別為生命教育、品德及倫理教育、健康生活及禁毒教育、性教育、媒體及資訊素養教育、理財教育、公民教育、法律框架下的人權教育、正向教育、可持續發展教育及國民教育（基本法及國家安全教育）。課程將會按其性質，安排於早會、周會、學科課堂、聯課活動、全方位學習周等時段進行，旨在培養同學12個重要價值觀：包括：堅毅、尊重他人、責任感、國民身份認同、承擔精神、誠信、仁愛、守法、同理心、勤勞、孝親和團結。

為了更有效推動價值觀教育課程系統化，本校特設「價值教育組」，確立以上11個價值觀教育項目的課程目標、學習重點、各級課程活動等，以「螺旋式教學」的方式，使學生能在每一個學年都對不同價值觀教育項目有明確的學習點，並隨年級逐步深化。學校亦計劃每學年以2個價值觀教育項目作為關注重點，逐步優化課堂活動設計，讓學生不僅認識不同的價值觀，更能逐步達到知、情、意、行。





2 Enhancing Lesson Design: Deepening Discussion and Reflection
優化課堂設計：深化討論與反思



Values Education is different from general subjects which have fixed schedule. Through regular lessons of these subjects, teachers can observe the teaching effectiveness from students' daily assignments and assessment. On the contrary, in order to effectively achieve the learning outcomes of the Values Education curriculum, different subject groups must put more effort into lesson design. The school puts a stronger emphasis on several principles of lesson design: (1) being relevant to the real world, (2) being structured and interrelated, (3) requiring students to gradually establish higher-order thinking skills, (4) strengthening the connection between learning activities and outcomes, (5) designing interesting and challenging activities to stimulate students' interest in learning.

In response to the above principles, responsible subject groups may tailor teaching activities or invite local organizations to hold the activities. Other than stressing on the importance of reflective and experiential activities, we also make real-world connection come alive in classroom by providing learning contexts for students to discuss and reflect on the issues. Teachers offer timely feedback and provide practical advice or applications as follow-up actions.



價值觀教育不同於一般學科，後者有劃定的教學時數，教師亦能從學生的日常課業及考評中觀測教學成效，價值觀教育則不然，若要使學習成果得以高度實現，不同科組必須在優化課堂設計上下功夫，於此，學校特別重視幾個課堂設計原則：(1) 與真實的世界相關、(2) 有序並互相扣連、(3) 要求學生運用漸進的高階思維、(4) 活動跟學習成果互相配合、(5) 富趣味和挑戰性以激發學習興趣。

為回應以上原則，負責科組不論是自行設計教學活動，抑或邀請坊間機構主領，均特別注重課堂是否具反思性及體驗性，又會經常採用生活事件作為學習情境及議題，並預留足夠時間讓同學進行討論反思，最後亦會由教師適時給予學生回饋及提供生活實踐建議。

3 Emphasizing Learning and Application: Creating an After-School Learning Platform
強調積學與實踐：創設課後學習平台



In order to consolidate what students have learnt in class, our school designs a school-based Google Sites for our Values Education curriculum for students to review at any time and to facilitate their learning and reflective practice. Our school also strengthens students' understanding of different values through themed weeks, and special learning activities. Moreover, value learning is added to be one of the teaching objectives in all subjects. Reflective questions on values education are also designed in assignments, tests and examinations.

為鞏固同學課堂所學，學校已設計校本價值觀教育 Google Sites，以供學生隨時回顧，積累所學所思。學校又會以主題日、主題周、特別學習活動等方式，加強同學對不同價值觀的印象。各學科亦會在教學目標中加入價值觀學習一環，並嘗試在設計習作甚或測考中加入價值反思類題目，讓同學能深化所學。

4 Upholding the Principle of Whole-school Participation: Promoting Teachers' Professional Development
持守全校參與原則：促進教師專業發展

With good grasp of the content knowledge, Values Education is implemented by different subject groups. We, nevertheless, also value the concerted effort for the promotion of the school-based Values Education as class teachers may have to participate in or lead different learning activities. In addition to giving class teachers specific instructions before the lessons or activities, our school also equips our teachers with relevant skills through professional development to enhance their understanding of the 11 cross-curricular domains in Values Education and the skills of leading discussions and debriefing.

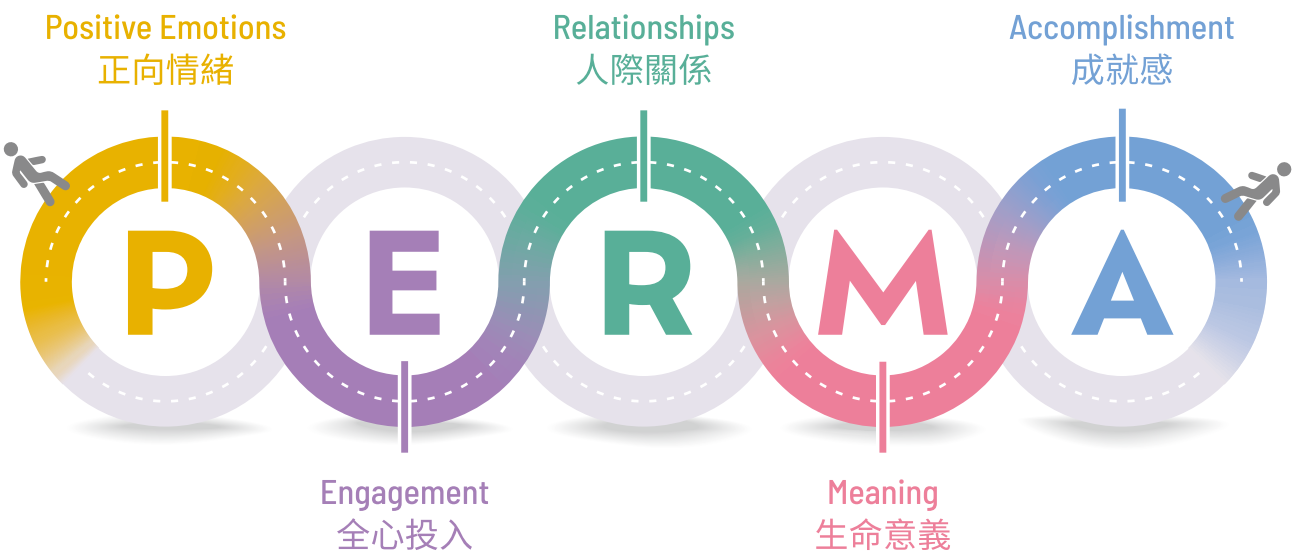
價值觀教育由不同科組負責編制及推行，相關科組成員自然對所教授的內容有充分掌握。然而，價值觀教育需要全體教職員共同推動，尤其不少課程及活動需要班主任配合甚至親自教授。因此，除了請科組在課堂或活動前給予班主任具體教學指引外，學校亦特別注重教師專業發展，安排不同教師培訓活動，讓全體教師對 11 項價值觀項目均有一定認知，並學習帶領討論及解說 (debriefing) 的態度與技巧。





POSITIVE EDUCATION
正向教育











Our school promotes positive education, which brings the science of positive psychology into the practice of teaching and learning. We create a framework of character building to guide students in all round development and nurture them with the core values - PERMA (positive emotions, engagement, relationships, meaning and accomplishment) in their life. Through different class activities, students can cultivate a positive mindset, such as optimism, gratitude and a growth mindset. We help our students to develop their capacities to face challenges in daily life and to thrive and flourish as they transition into adulthood.

本校推行正向教育，把正向心理學應用於學校的教與學當中，發展學生的性格強項，協助學生發展正向情緒、投入感、正向人際關係、正向生命意義和成就感。

學校透過不同的班級活動，推動學生的個人發展當中正面的元素，如樂觀、感恩和成長思維等，從而使他們能積極面對生活中的壓力和挑戰，邁向豐盛的人生。

LIFE-WIDE LEARNING PROGRAM

全方位學習計劃

Our school emphasizes on the holistic development of students. Life-wide Learning Program is arranged throughout years with different theme-based experiential activities for each Form based on various needs during their developmental stages. We hope to lead our students to cultivate great values such as empathy, responsibility and social awareness in this programme.

本校重視學生的全人發展。故此，本校於每個學期均設全方位學習計劃，並根據不同年級的學生成長需要而設計學習主題，期望循序漸進地引領學生由自我成長，到探索社區，再到認識中國及全球，讓他們逐步擴展視野，並在過程中培養同理心、責任心和社會意識，藉此培養正確價值觀。

全方位學習計劃採用體驗式學習模式，讓學生從真實情境中整合並應用知識與技能，有系統地內化知識，並對正向思維的建立有積極的作用。







Through Life Skills Camp, S1 students can enhance their inner growth and self-awareness by learning self-management strategies. Their confidence in English is also boosted as the pragramme is conducted in English. Moreover, students participate in various cultural activities in order to enhance their sense of national identity.

S.2 students participate in a series of service learning activities. Through experiential learning, students create interaction with the elderly and foster reflection about the experience. We all encourage students to learn about digital technology which offers a golden opportunity to empower the ageing population in our society.

在中一，學生的學習主題為「內在成長和認識自我」。透過生活技能營，讓學生學習自我管理的策略，並幫助學生建立自信心，為日後發展打下堅實基礎。除此之外，我們亦期望學生能夠提升身分認同感，能夠更全面地認識自己和中華文化。故此，3月時本校為學生安排社區歷史及文化導賞、非遺文化體驗等活動，深入了解本地文化和中華的源起和發展，並懂得欣賞文化的多元性和豐富性。

在中二，學生的學習主題為「服務學習」。學生透過一系列的活動，包括體驗負重衣、探訪長者等，藉此培養學生的關懷和責任感；再延展至樂齡科技SteamMaker比賽，讓學生活用課堂所學，以科技和創新思維解決社會老齡化問題。









For S.3 students, we provide them with ample opportunities to explore global cultures and understand their connection to the wider world. Through a series of activities such as a cultural study tour to the Greater Bay Area and a local community tour with ethnic minority ambassadors in March, students deepen their understanding of Chinese culture and diverse lifestyles, and learn how to communicate, collaborate, and build relationships with people from different cultural backgrounds to cultivate the values of inclusivity and respect.

For S.4 students, we provide them with ample opportunities to explore sustainable development and social innovation. Through a series of activities such as community inspection, visiting the sustainability Lab and the Low Carbon Energy Education Centre, students understand the foreseeable challenges of sustainable development in the future and learn how to apply social innovation in their lives to provide effective and sustainable solutions to cope with complex problems.

在中三，學生學習主題為「尊重世界大同文化，理解自身與廣闊世界的連結」。為此，本校帶領學生走出香港，前往大灣區進行文化考察，加深對中華文化的認識。其後，校方於三月安排學生與少數族裔大使一同進行社區考察。透過彼此互動，學生能了解他們的生活方式，學習如何與不同文化背景的人士溝通、合作並建立關係，從而培養包容與尊重多元文化的價值觀。

中四的學習主題為世界可持續發展及社創設計思維訓練。學生透過一系列的活動，例如社區考察、參觀可持續未來館及城市低碳能源教育中心等活動，了解未來可預見的挑戰和可持續發展的重要性，並學習如何在生活中運用社會創新思維，提供有效並可持續的新穎方案，應對未來複雜多變的問題及矛盾。同時，學生還有機會走出香港，前往其他地區進行文化及科技交流，擴闊視野。







Through an array of career exploration activities, F.5 students obtain solid working experience in social enterprise and career development workshops, which provide them with real-world experience to be an aspiring social entrepreneur. They can gain a clearer understanding of their interests, strengths and abilities. They also get the chance to explore different industries and academic paths, and creating their own career paths.

Through these theme-based experiential activities, we believe that students can learn from practice, discover their potential and interests, build correct values and social responsibility, and lay a solid foundation for their future learning and development.

中五學生的學習主題為生涯發展。透過社企體驗、生涯發展工作坊，讓學生更清楚自己的興趣、優勢和能力，並探索不同行業及了解升學途徑，擴闊視野，了解不同行業的特點和發展趨勢，以便制定自己的職業規劃和發展路線。

透過這些主題式體驗活動，我們相信學生可以從實踐中學習，並從中發掘自己的潛能和興趣，建立正確的價值觀和社會責任感，為未來的學習和發展奠定堅實的基礎。



SERVICE LEARNING & CIVIC EDUCATION

社會服務及公民教育

本校非常重視培育學生的品格並提升他們的公民意識及責任感，期望藉此為他們日後立身處世奠下穩固的根基。透過周會課程、體驗學習、社區考察及社會服務，除了讓學生認識自我及確立身份認同感，亦提升他們的同理心、關愛社會及承擔責任的素質。

學校亦致力推動「服務學習」，　著重服務前的價值教育及學生服務後的回饋及反思，既期望學生善用餘暇服務社群，亦鼓勵他們藉此認識社區及不同的弱勢群體，從而培育　他們對社會大眾的關愛之情及同理心。同時，學校亦設立義工隊—「VR-V-teens@Rhenishers」，由學生領袖組織不同以人為本的義工服務，增加同學服務社群的機會，並培育他們的責任感與承擔，以致畢業後能繼續願意身體力行肩負社會責任。

為有效培育學生正面的公民價值觀和態度，本校制定六年的教學框架，作為推動公民教育的方向，從初中至高中循序漸進地培育學生十二種重要的價值觀和態度，即：「堅毅」、「尊重他人」、「責任感」、「身份認同」、「承擔精神」、「誠信」、「關愛」、「守法」、「同理心」「勤勞」、「團結」和「孝親」。





Cultivating a strong sense of civic pride is an essential element of whole-person education. Our school values students' character formation, and the building up of their social consciousness and responsibility, fostering them to become role models in society. In order to develop students' self-recognition and self-identity and to cultivate positive values such as empathy, compassion and commitment, our school organizes different assemblies, experiential learning programs, field trips and social services.

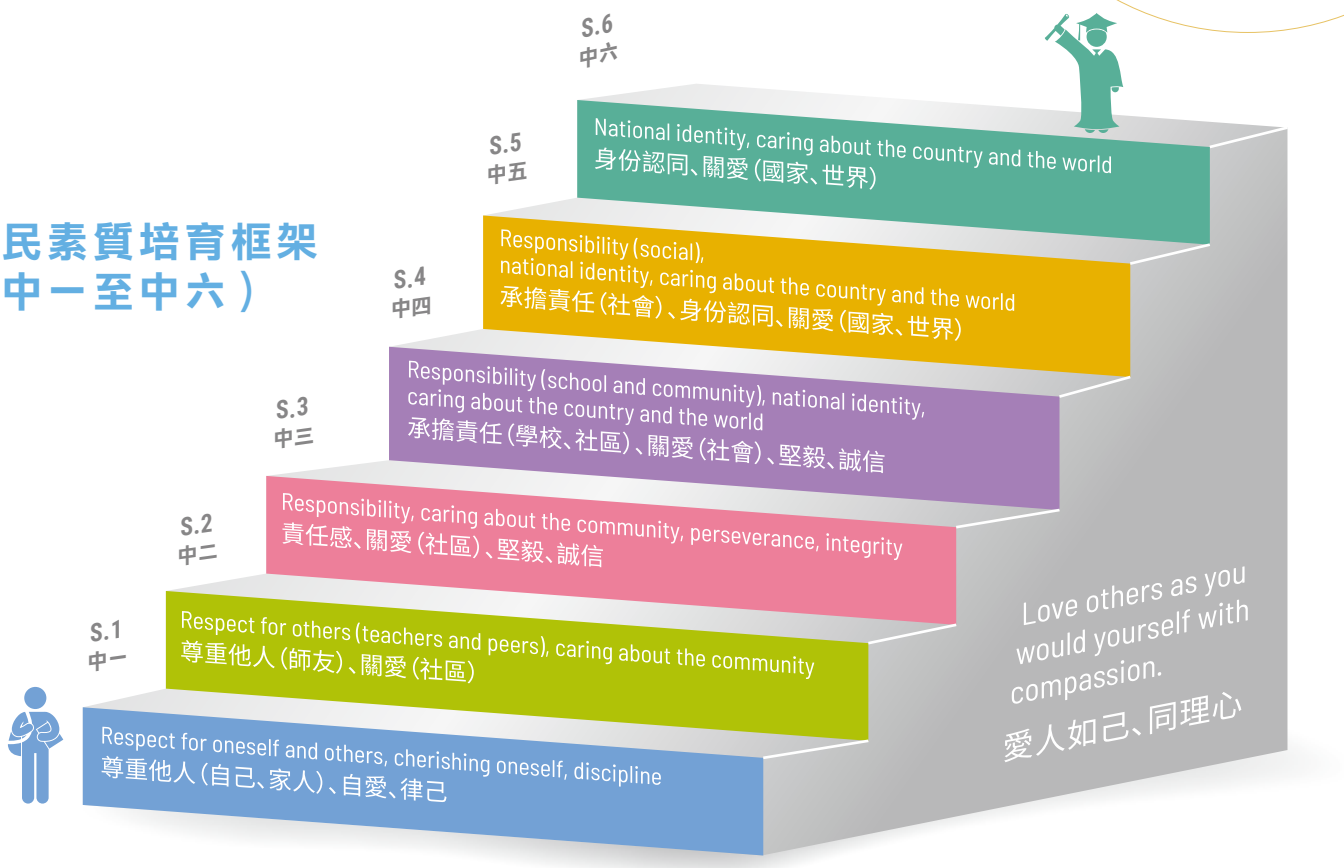
We also promote Service Learning which is a holistic learning process to broaden students' exposure and nurture their compassion and empathy. Aside from students' performance during the service, we also emphasize values education in the pre-service sessions and the feedback and reflection sessions after the service. Moreover, the school sets up a volunteer team, "VR-V-teens@Rhenishers", in which student leaders organize human services. The team provides numerous opportunities for our students to serve the community, and also empowers them to be committed and responsible citizens.

Our school constructs a six-year framework to cultivate students' positive values and attitudes to promote civic education. The core structure of the framework aims at the twelve priority values and attitudes – Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy, Diligence, Unity and Filial Piety.





公民素質培育框架（中一至中六）



LIFE DEVELOPMENT & MENTORSHIP SCHEME

生涯發展、師友計劃



Career and Life Development involves the exploration of one's life and career goals. It can be a prolonged process of actualizing various goals and career aspirations in different stages. Our school values life development and helps students understand themselves, look for the right direction for stretching their potential, plan their future methodically, and reflect on life experiences. Our school has also implemented the Benchmarks for Career and Life Development Education, allowing continuous improvement in life-development pedagogies. The Benchmarks also help enrich the atmosphere of proactive life-development in school.

In Junior Secondary Education, through life development workshops, students enhance self-understanding of interests and talents. They are inspired to set goals and plan for their future. To facilitate S.3 students to make wise choices on elective subjects, mock elective subject selection, subject assessment, career aptitude tests, and life development activities are implemented along with parents' talks.

In Senior Secondary Education, through various activities, such as career aptitude tests, life development camps, individualized career counselling schemes, workshops, talks and interview training, students learn about multiple career pathways and feel more confident in their pursuit of life goals. Internships, workplace tours and professional mentorship schemes are also organized to give students a taste of the authentic workplaces and to help them explore various professions.

A school-wide mentorship scheme has been implemented in which class teachers are their supportive mentors who discuss with students regularly to identify their strengths and to share personal experience. Students are encouraged to set goals and plan ahead systematically for further studies and career development.



本校深信生涯發展對學生成長非常重要，我們藉多元化的活動，協助學生認清自我，循序漸進計劃未來。學校已引入「香港生涯發展自評基準」，讓學校遵循指標，持續優化生涯發展教育策略，並建立積極的生涯發展氛圍。

在初中階段，著重幫助學生認識自我，初步訂立目標，探索個人志向。如為初中學生舉辦生涯發展的工作坊，以引導學生認識自己的興趣和專長。又為中三學生安排模擬選科、科目能力評估、職業性向測試等活動，並配合選科家長講座，讓學生選科時可作較適切的抉擇。

在高中階段，透過職業性向測驗、生涯發展營、個人輔導計劃、大專院校參觀、講座等活動，讓學生了解中六以後的多元出路途徑，並訂立目標，為個人升學與事業發展作適當的規劃。亦透過舉辦工作體驗、職場參觀、學長領航計劃等活動，讓學生體驗職場實況，探索個人職業路向。

本校亦積極推展師友計劃，由班主任擔任學生的人生導師，在每學年上下學期各一次的學生輔導日與學生面談，聆聽學生想法，分享經驗。藉此協助學生認識自己的強項及正面素質，並指導學生朝著自己的目標邁進。







GIFTED EDUCATION
資優教育

Based on the principles of the gifted education policy in Hong Kong, our school implements a three-tier school-based model of gifted education. As gifted education is a part of quality education, the learning needs of gifted students are our major concern. We set up a flexible school-based gifted education scheme to cater for different learning aspects of our gifted students.

本校參考教育局香港資優教育政策的理念及原則，設計出三層校本資優計劃課程。資優教育作為優質教育的一環，本校十分關注資優學生的學習需要，期望令資優學生在各方面都能有適切的栽培。

The three-tier school-based gifted education programme	TARGETS:
LEVEL THREE : Off-school support	Exceptionally gifted students
LEVEL TWO : School-based pull-out programmes	Outstanding gifted students
LEVEL ONE : School-based whole class teaching	All students

校本資優計劃 三層支援模式	對象
第三層： 校外支援	能力特別高的資優學生
第二層： 抽離式資優培訓	嶄露頭角的資優學生
第一層： 全班式資優培訓	所有學生



1 LEVEL ONE:
School-based whole class teaching
課程系統化：建立螺旋式學習階梯

Our school infuses the three core elements advocated in gifted education, i.e. high-order thinking skills, creativity and personal social competence in the school curriculum. Also, we enrich our curriculum in the regular classroom to embrace the purpose of "gifted education for all".

學校致力在一般課堂內滲入三大資優教育元素(高層次思維技巧、創造力和個人及社交能力)，並且增潤一般課程內容，以照顧資優學生的需要，達到「資優教普及化」的理念。





2 LEVEL TWO:
School-based pull-out programmes
第二層：抽離式資優培訓

With good grasp of the content knowledge, Values Education is implemented by different subject groups. We, nevertheless, also value the concerted effort for the promotion of the school-based Values Education as class teachers may have to participate in or lead different learning activities. In addition to giving class teachers specific instructions before the lessons or activities, our school also equips our teachers with relevant skills through professional development to enhance their understanding of the 11 cross-curricular domains in Values Education and the skills of leading discussions and debriefing.

價值觀教育由不同科組負責編制及推行，相關科組成員自然對所教授的內容有充分掌握。然而，價值觀教育需要全體教職員共同推動，尤其不少課程及活動需要班主任配合甚至親自教授。因此，除了請科組在課堂或活動前給予班主任具體教學指引外，學校亦特別注重教師專業發展，安排不同教師培訓活動，讓全體教師對11項價值觀項目均有一定認知，並學習帶領討論及解說(debriefing)的態度與技巧。

3 LEVEL THREE:
Off-school support
第三層：校外支援

For the exceptionally gifted students, our school will nominate them to attend outside courses organized by professional tutors, including leadership training, service learning programmes and entrepreneurship training, etc. Gifted students are encouraged to join inter-school competitions in order to stretch themselves beyond their boundaries. Furthermore, our school nominates gifted students to the HKAGE for further enrichment programmes.

對於能力特別高的資優學生，學校會提名他們參加由校外專業導師帶領的課程，包括領袖訓練、服務學習計劃及企業家精神訓練等，更會推薦學生參加不同的公開比賽，務求令他們擴闊視野。此外，本校亦會推薦資優學生加入香港資優教育學苑，進行更深入的專科訓練。



STEAM EDUCATION

科技教育

Science, Technology, Engineering, Arts and Mathematics Education

STEAM refers to the academic disciplines of Science, Technology, Engineering and Mathematics collectively. STEAM is different from traditional subjects. In addition to emphasizing interdisciplinary knowledge, STEAM put emphasis on cultivating students' inquiry, collaboration, problem-solving and other abilities and positive attributes. We also focus on training talents for innovation and scientific research development so that students can cope with the changes and challenges brought about by future society and rapidly changing global economy.

Our school implements STEAM-education through the school-based STEAMaker curriculum designed to cultivate students' collaboration, creativity, problem-solving, synthesis and application of knowledge and skills. Students can choose from different topics in the STEAMaker include "Modelling Earthquake-Resistant Buildings" and "Designing Indoor Aquaponics Tanks" that were previously held. The Secondary 2 curriculum (Computer, Science, Mathematics and Visual Arts 12) have also been modified to match with the STEAMaker curriculum. Students first acquire subject knowledge in related subjects, and then carry out model construction, scientific exploration, experience testing and group reporting. There are two thematic projects: Earthquake-resistant buildings and fish tanks of Aquaponics. Students create models in groups and participate in a competition. The team which best applies Science, Technology, Engineering, Arts and Mathematics Education knowledge and displays creativity is highly appreciated. Our STEAMaker curriculum has won the SDL-STEAM Innovation School Award, the SDL-STEAM Learning Design Award and the award of SDL-STEAM Best Problem Solving and Collaboration organized by the Centre for Information Technology in Education of the Faculty of Education, The University of Hong Kong.

In order to systematically promote STEAM education in Junior Secondary, the Innovation and Technology Education has been provided for S1 and S2 students since 2021.

Furthermore, the Science Team, the ICT (Information and Communications Technology) Team and the Eco-Ambassadors have organized different STEAM activities and visits. Students are encouraged to participate in various science competitions and extra-curricular activities to arouse their interest in science, technology and mathematics, enhancing their abilities to integrate and apply knowledge.

In line with the development of STEAM education in schools, the school has applied for the Quality Education Fund. A STEAM lab – iGeo Lab has been added to enhance interactive cross-curricular learning and allow students to have more space for creativity. More scientific elites can be nurtured in our school





科學、科技、工程，藝術及數學教育

STEAM 是結合科學(Science)、科技(Technology)、工程(Engineering)、Arts(藝術) 及數學(Mathematics) 的跨學科教育。STEAM 有別於傳統的科目，除重視跨學科知識外，還特別著重培養學生的探究、協作、解難等能力和正面價值觀，力求培訓創新和科研發展的人才，令學生能應對未來社會及全球經濟、科學及科技發展所帶來的轉變和挑戰。

學校透過校本設計的STEAMaker 課程推行STEAM 教育，培養學生的協作、創意、解難、綜合和應用知識能力。STEAMaker 課程會有不同專題，例如曾舉辦「製作地震抗震建築」及「設計室內魚菜共生缸」，讓學生自行選擇課題。部份學科 (電腦、科學、數學及視藝) 的中二課程亦作出重整以配合STEAMaker 課程。學生掌握專題相關基礎知識後，會以小組的形式探討專題內相關的問題，然後運用不同學科的知識，發揮創意，合作設計模型藍圖及製作實物，最後以小組匯報展示學習成果，並以比賽形式，揀選表現優秀的隊伍作出嘉許。**STEAMaker 課程榮獲香港大學教育學院教師獎勵計劃2021 中的SDL-STEAM 創新學校發展獎、SDL-STEAM 學習設計大獎及SDL-STEAM 最佳解難協作獎，並獲得「2023 年大灣區STEM 卓越獎(香港區)十佳學校」優異獎。**

本校亦於2021-2022年度開始於中一及中二級增設創新及科技教育科(Innovation and Technology Education)，以在初中課程更有系統地推行STEAM教育。

本校亦設有不同的學術隊伍，包括科研組、資通科會及生態大使等，進一步培訓對科學有興趣及有能力的學生，用課堂以外的時間，在老師帶領下參加不同種類的校外活動及比賽。學校亦會舉辦參觀活動，提升全校學生對STEAM 教育的認識及興趣。為配合學校STEAM教育的發展， 學校已增建「iGeo LAB」，以進一步發展跨科多元互動課程，讓同學會有更完善的創作空間，務求使禮中培育出更多科研精英。







CREATIVE ARTS EDUCATION

創藝教育







Rhenish's Got Talent
「初中一才計劃」

Rhenish's Got Talent is one of the programmes that our school offers to junior form students. It is a multifaceted curriculum that provides opportunities for students to equip themselves with different skills and interests, so as to enrich their other learning experiences and explore their potential.

This programme consists of 5 domains, including Aesthetic Learning, Innovative Technology, Global Language, Team Building, and Physical and Arts Activities. Students will receive systematic training every Monday after school. Whilst the focus of S.1 students is on artistic development, S.2 and S.3 students can join activities of other fields according to their own choice. Throughout the three-year programme, students are equipped with various generic skills in order to lay a solid foundation for their holistic development and keep abreast with the global trends.

Some courses bridge students to the senior form curriculum, including courses such as the school-based Aesthetic lessons, Japanese as an HKDSE elective and ApL courses. Students can demonstrate their learning outcomes through different platforms inside and outside school, building their confidence and self-esteem. Students with outstanding performance will be recommended for further training and may be invited to join our school teams.



「一才計劃」目的是透過多元化的課程，讓學生在初中三年內發展不同範疇的興趣及技能，以豐富學生的學習經歷，並發掘自己的潛能。

本課程的內容包括音樂培育、創新科技、寰宇溝通、團隊創建、體藝表演等五大範疇。

學生因應其興趣，逢星期一課後進行有系統的培訓：中一學生會先發展音樂及藝術培育，其後在中二及中三階段再選擇其他範疇內的活動，藉此讓學生得到全面的發展，培養各種共通能力，更貼近未來社會的發展需要。

部分課程的安排配合高中的課程和學生的成長需要，將來能與高中「美學課」、選修課日文、韓文、應用學習課程(APL)等課程銜接。在活動中，學生可透過校內及校外平台展現所學，加強他們的自信心及自我肯定；部分表現突出的學生將會有更進深的培訓及加入校隊。

S.5 Aesthetics
中五級美學科

The five basic elements of the Aesthetics curriculum are Visual Arts, Music, Digital Arts, Dancing and Drama. Aesthetics Education aims to help students explore the world from multiple perspectives and use the language of arts to communicate with others for sharing of ideas and emotions, nurture aesthetic sensitivity, creativity and other generic skills, connect arts with other disciplines for a greater understanding of society, culture and history and foster respect for and appreciation of diverse values and cultural heritages.

本課程的內容包括視藝、音樂、數碼藝術、舞蹈及戲劇五大範疇，希望讓學生從不同角度探索世界，並運用藝術語言與人分享意念和情感，培養學生美感觸覺、創造力及其他共通能力，聯繫藝術與其他範疇，以加深瞭解社會、文化和歷史，並藉此培養尊重和欣賞多元價值及文化遺產的態度。

中五級學生將從五大範疇中選擇一項專修，進行為期一年的訓練；期間，學生有機會參與校內外演出，藉此擴闊學生視野。









OVERSEAS EXCHANGE PROGRAMME

境外交流



To broaden students' horizons and foster respect for cultural diversity, our school encourages students to participate in different overseas study trips. Through exchange programmes, we expect students to internalize learning, gradually building personal values and attitudes, and becoming active, insightful and responsible citizens.

In order to enrich their learning experience, our school has organized different thematic tours to various countries and regions, such as Switzerland Study Tour: Exploring Humanities and Global Perspectives 2026, South Korea: Mathematics and Science Exploration Tour 2026, Enchanting Qinghai: Humanities and Natural Landscapes Expedition 2026, Japan: Historical Culture and Modern Technology Study Tour 2026, Language Immersion Study Tour of Australia 2025 and Singapore: Technology and Ecology Study Tour 2025.

為擴闊學生視野，引導他們認識並尊重多元文化，學校每年也會舉辦不同的遊學團，期望藉此讓學生走出香港，增廣見聞，又能內化學習所得，以建立正確的價值觀及處世態度，並進一步成為主動、有見地及負責任的公民。學校曾舉辦不同交流團，例如「瑞士人文與國際視野探索之旅2026」、「韓國釜山數學及科學探索之旅2026」、「靈韻青海—人文自然美景考察之旅2026」、「漢和共鳴—歷史文化與現代科技之旅2026」、「澳洲英語及文化沉浸之旅2025」及「新加坡科技及生態探索之旅2025」等。







DEVELOPMENT OF POTENTIAL

潛能發展

Our school aspires to provide a wide range of co-curricular activities to allow our students to put their skills and knowledge into practice. From this, students will be able to broaden their horizons, cultivate their interests and actualize their rich potential to showcase their best in whatever endeavours they commit themselves to. By providing them with numerous learning opportunities, it is our hope that they will thrive as all-round individuals and enjoy sustainable personal growth and leadership development.

Different activities can be the platform to inculcate our students with positive values, character development and social well-being. These activities also enable them to polish their communication skills whilst working as a team, to appreciate morals and ethics such as obedience, care and love, and to fully embrace these in their lives.

The co-curricular activities provided include uniform groups, service teams, school teams and interest groups. Students will participate in the activities inside or outside school in three OLE afternoons on Friday to experience and develop multiple intelligences.

本校提供多元化的聯課活動，讓學生實踐課堂所學。我們期望學生透過不同活動拓展視野及發展興趣，發揮個人的潛能，並且為他們提供性格塑造及領袖訓練的機會。

聯課活動正是向學生傳遞正向價值的平台，促進他們的品格和社交發展，讓他們在群體生活中操練社交技巧，並培養守規、關懷及互助等良好品德。

本校的聯課活動包括制服團隊、服務隊伍、各類校隊及興趣班。



Leadership
領袖才能

We value the nurturing of student leaders, and hope that this can develop students' potential as well as enhance their confidence and sense of responsibility. Students learn communication, organisation, crisis management and problem solving skills through performing duties and activity promotion. This improves their leadership as well as benefits their personal growth. They mature from understanding and accepting themselves, to understanding and being considerate towards others, building harmonious interpersonal relationships in the process. Furthermore, our school encourages students to participate in various external leadership programmes to improve their leadership attributes.

Student leaders include School Prefects, committee members of the Student Union, House Captains, committee members of the Student Fellowship, Big Brothers and Big Sisters of the Guidance Team, Health-In-Mind Ambassadors, Assembly Announcement Team and various uniform groups.

External training programmes, such as the ICAC iTeen Leadership Programme for Senior Secondary School Students, the Enhanced Smart Teen Project, and the 7 Habits of Highly Effective Teens Workshop, facilitate students' holistic development and enhance their leadership skills.







本校重視培訓學生領袖，期望藉此發展學生潛能，增強學生自信和責任感。學生在推展活動或執行職務時，學習團隊溝通、組織、應變及解決問題的技巧，對學生個人成長有莫大裨益。學生由了解自己和接納自己，進而了解別人和體諒別人，建立和諧的人際關係。學校更鼓勵學生參與不同類型的校外領袖訓練計劃，提升個人領袖素質。

校外訓練如「廉政公署高中iTeen領袖計劃」、「多元智能躍進計劃」、「高效能青少年的7個習慣工作坊」等，讓學生全面提升領袖才能。

學生領袖包括:

1. 風紀
2. 學生會幹事
3. 社長
4. 學生團契職員
5. 輔導組大哥哥大姐姐
6. 思健正向大使
7. 宣佈隊
8. 制服團隊

Sports & Arts
體藝

Sports 體育運動

We provide an array of sports activities in which students can participate regularly. This helps strengthen their body and soul, as well as promote a balanced development. Outside class, we organise a myriad of sports activities for the whole school as well as promote inter-class sports competitions. Besides, we invite sports associations to demonstrate different sports with talks on health and sharing sessions from athletes to stimulate students' interests and help them cultivate a healthy lifestyle. In particular, we endeavour to introduce students to less accessible sports such as skateboarding, touch rugby and rope skipping to broaden their horizons and elevate their personal qualities. We always encourage students to join various activities and competitions. Our goal is to help students not only attain achievements in inter-school competitions, but also lead a healthy lifestyle by self-learning and exercising.

Our school has Basketball Team, Football team, Volleyball Team, Badminton Team, Athletics Team, Cross-Country Team, Swimming Team, Fencing Team, Archery Team, Floorball Team and Indoor Tug of War Team which sharpen students' sports skills and teamwork through regular practice. All students are encouraged to participate in MVPA60, the School Physical Fitness Award Scheme of the Education Bureau and the SportACT Programme organised by the Leisure and Cultural Services Department in order to enhance their physical fitness and develop their own interests.

本校提供不同類型的體育活動，讓學生認識並恆常參與，鍛鍊體魄，並均衡發展。課堂以外，除舉辦多項全校性體育活動，亦推動班際運動比賽。與此同時，亦會安排運動團體到校作運動示範。為配合學生身心的均衡發展，本校舉辦健康講座、運動員分享會等，提高學生對運動的興趣，鼓勵建立健康的生活習慣。本校近年更銳意引進學生平日較少機會接觸的運動，如滑板、觸式欖球及花式跳繩等。期望藉此擴闊學生的視野及發掘個人潛能。學校經常鼓勵學生參加不同活動及公開比賽，以提升他們的運動水平及增強自信。為了提升體能及培養自主運動的習慣，積極鼓勵學生參加由教育局舉辦的發展活躍及健康校園MVPA60計劃、體適能計劃及康文署主辦的SportACT計劃等活動，期待每個學生都能自主做運動，建立健康生活、健康生命。

運動校隊包括：

- 籃球隊
- 男子足球隊
- 排球隊
- 羽毛球隊
- 田徑隊
- 越野隊
- 泳隊
- 乒乓球隊
- 軟式曲棍球隊
- 劍擊隊
- 沙灘排球隊
- 箭隊
- 室內拔河隊











Music 音樂

Besides a choir, an orchestra and various instrumental classes, we provide more chances for students to participate in various external competitions to hone their musical skills. We also encourage students to explore and appreciate different musical performances such as Young Friends of the Hong Kong Arts Festival.

學校設有合唱團、樂團及不同樂器班，並常鼓勵學生參加校外音樂比賽以提升音樂水平。同時亦透過香港藝術節青少年之友計劃及其他活動，讓學生認識及欣賞不同音樂表演，以提高音樂造詣。

Drama 戲劇

The Drama Club provides a platform to hone students' performing skills and cultivate appreciation towards the art of drama. It is also a place for members to voice their thoughts and concerns on social issues, thus enabling the audiences to reflect upon themselves.

戲劇學會致力訓練學生的表演技巧，並推動他們學習欣賞舞台藝術。對學會成員而言，學會也是一個給他們發聲的平台，學生藉戲劇創作表達對社會現象及問題的一些想法，從而引起演員及觀眾的反思。

Dance 舞蹈

The Dance Team has represented our school to compete in competitions organised by the Hong Kong Schools Dance Association and attained outstanding results. To help students master different dance styles and understand more about the basic principles of dance movements, we employ experienced tutors for dance classes and organize visits for students to watch performances of professional dance groups.

學校舞蹈校隊多次代表學校參加香港學界舞蹈協會舉辦的比賽並取得佳績。除恆常地聘請資深舞蹈導師教授舞蹈，也安排學生外出觀摩專業舞蹈團的演出，讓學生掌握不同舞蹈風格和明白更多舞蹈動作的基本原理。



OUR PARTNERS: RHENISH CHURCHES, ALUMNI & PARENTS

我們的夥伴：禮賢堂會、校友及家長

Our school cooperates closely with the Chinese Rhenish Church, Kowloon City and the Chinese Rhenish Church, Hung Hom. Their colleagues actively co-organise various religious activities and act as mentors in the school fellowships and gospel camps, lending great help to our religious work and fostering spiritual growth among students.



Spiritual Partner
屬靈夥伴

本校與禮賢會禮中堂、禮賢會紅磡堂緊密合作。教會同工積極協辦各項宗教活動，主內兄姊擔任學校團契及營會導師，培育學生靈命成長，對學校的宗教工作提供極大的幫助。





Alumni 校友

The Alumni Association organises a homecoming event annually to maintain close contact with their alma mater. Our alumni care about their alma mater's development and co-organise co-curricular activities. Many of them are eager to return as tutorial mentors, activity (The Boys' Brigade, Debating Team and sports teams) tutors, and to share at gatherings. Some even donate scholarships and provide work placement opportunities to contribute to our school. They also actively participate in fund-raising activities for the sake of school refurbishment.

校友會每年均舉辦校友歸家日，與母校保持緊密聯繫。校友關心母校發展，與母校協辦課外活動。不少校友樂意回校擔任講座分享者、補習及活動(基督少年軍、辯論隊及球隊)導師；更有校友捐贈獎學金，以及為學弟妹安排工作體驗機會等回饋母校，並積極參與學校籌款活動，完善學校設施。

Parent-Teacher Association 家教會

The Parent-Teacher Association (PTA) has been a steadfast partner in multiple ways to nurture students' growth through their support and participation in school affairs. Parent volunteers promote the smooth operation of school affairs through organising parents' activities, acting as activity tutors, reheating lunchboxes for students or making homemade snacks for activities. The Parent-Teacher Association Scholarship is awarded to students who have outstanding performance in conduct or students with outstanding performance in physical and aesthetic areas.

家教會一直是學校良好的合作伙伴。家長義工透過籌辦家長活動、擔任活動導師、為學生翻熱飯盒或製作食品等，在不同層面支持及參與學校活動，協助培育學生成長。又設「家長教師會獎學金」，以嘉許品行優異或在體藝方面有出色表現的學生。








#RCPHKMC



The fear of the lord is the beginning of wisdom and the knowledge of the holy is understanding.

Proverbs 9:10





30 HEREFORD ROAD KOWLOON TONG

https://www.rcphkmc.edu.hk

2337 0823

2337 0953

禮賢會彭學高紀念中學
facebook.com/rcphkmc

RCPHKMC
@rcphkmc.since1969